CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on a description of the research design, subject of research, data of study, research procedure, instruments of data collection, data collection technique and data analysis. The followings are the discussion of all the components:

A. Research Design

The research was classified as Collaborative Action Research. A collaborative action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen.³⁶ Whereas McNiff defines action research is an approach to improve the education through change, by encouraging teacher to be aware of his/her practice, to be critical of that practice, and to prepare to change it.³⁷

Considering the action research, this study would be conducted for a months. It means this study would be implemented at the second course class

Jean Mckniff, Action Research Principles and Practice (London: Rutledge, 1988), p. 475

³⁶ Anne Burns. Collaborative Action Research for English Teachers, (New York: Cambridge University Press, 2003), p. 30

of Mts Darul Hikmah mojokerto from 23rd November until 23th December. 2010. On 23rd November the researcher conducted preliminary study. The aim of preliminary study was to know the students' English speaking skill. During preliminary study, the researcher found that students in the second grade could not speak English fluently and students much speak using incorrect grammar. An English teacher said the factor that makes them having lack of speaking competence was because they are rarely to practice speaking English. The speaking class is not conducted in the school. Moreover, the English lesson more focused on writing and reading skill then speaking skill. The teacher focuses to those skills because they are important to meet examination in each semester. To solve the problem, the researcher tried to use the field trip method to improve their English speaking skill. The reason is, based on preliminary study the students said that they prefer study outside the classroom to inside the classroom, such as in the library or laboratory. They said that they were bored learning in classroom. In addition, Kim said that field trip presses the teacher and the students to interact each other in English. Either the teacher or the students have comfortable to practice English³⁷. Rimando also said that field trip makes students learn speaking with fun by

³⁷ Steven G. Mc Cafferty, at al., *Cooperative Learning and Second Language Teaching*, (New York: Cambridge Language Aducation, 2006) p. 170

observing everything around them³⁸. Therefore, by implementing field trip the students would find learning English speaking with fun and it did not have to be completely a serious endeavor.

English teacher. The researcher could reach as the criteria of student's improvement in two cycles from 7th up to 23rd December 2010. The researcher was able to finish her study one cycle in three meetings. For the first cycle on 7th, 9th, 14th December, the researcher acted as practitioner, whereas the English teacher acted as an observer during the teaching and learning process. When the second cycle that would be conducted on 16th, 21st, 23rd December, the English teacher acted as a practitioner who carried out the lesson plan, whereas the researcher acted as an observer who observed the process of teaching and learning in the classroom.

The design of classroom action research used in this study is a cyclical process, which consists of four steps adapted from Kurt Lewin as mentioned below³⁹:

- (1) Planning the action
- (2) Implementing the action
- (3) Observing the action

³⁸ Grace Rimando, *Tips on How to Speak Well in English*, retrieved from http://www.buzzle.com/articles/how-to-speak-well-in-english.html, on 11th November, 2010

³⁹ Iskandar, Penelitian Tindakan Kelas, (Ciputat: Gaung Persada, 2009), h. 28

(4) Reflection / reflecting the action

Considering the purpose of this study, this research design employed in this study would belong to a descriptive methodology to obtain the information of the students' speaking skill while they were doing field trip. This information became an indicator whether the field trip that students apply could improve their speaking or not. The using of field trip method during teaching learning process would be described in the form of the words rather than in numbers. Below is the model of classroom action research according to Dr. Iskandar, M.Pd. ⁴⁰

1 st Cycle	1. Planning the action:	Preparing lesson plan, instructional		
	problem identification	material and media, some		
	and solving the problem	instruments, and the criteria of		
		success.		
	2. Implementing the	Applying the first implementation		
	action	based on the lesson plan.		
	3. Observing the action	Conducting the observation and		
		assessing to the result of the		
		implementation.		
	4. Reflecting the action	Evaluating the first implementation		
		and the learning result and revising		

⁴⁰ Ibid, Iskandar, h. 70

		the first implementation of plan				
		based on the evaluation result.				
2 nd Cycle	1. Planning the action	Identifying the problem, determining				
		problem solving and developing the				
		second implementation.				
	2. Implementing the	Applying the second implementation.				
	action					
	3. Observing the action	Data collection of second				
		implementation.				
1	4. Reflecting the action	Evaluating the second				
		implementation.				
The next cycles						
Conclusion, suggestion and recommendation.						

B. Subject Of The Research

The subjects of this study were students of MTs Darul Hikmah Mojokerto. The school of MTs Darul Hikmah follows the institute of Islamic boarding school Darul Hikmah in Mojokerto. To apply this research, the researcher focused on the eighth grade students, especially at the course class. This class consists of 20 students. An English teacher said that this class is special, because the students are the best students from the whole class of the

eighth grade. Most of them are active answering the teacher's questions in all subjects, including English. Yet, the students are still weak in English speaking ability. The cause is the students rarely use English while teaching learning English. Moreover, the speaking class is not implemented in the school⁴¹. This course class has viewer students then the regular classroom. The time for this class is also out of the effective school. Therefore, the researcher chose this class to make the research easier to be implemented.

C. Data of the Research

Relating to the research problems that were formulated in the previous chapter. The data of the study were as follows:

1. The result of the observations

The result of observation was to answer the research problems about how field trips were implemented as the method to improve English speaking skill of the eighth grade students of MTs Darul Hikmah Mojokerto. Beside that, based on the observation checklist the researcher knew the improvement of teacher and students in every cycle.

2. The result of speaking tests

⁴¹ Mutammimah, Direct Observation, on 23 Nopember, 2010

The result of speaking tests was to answer the research problem about the achievement of students' speaking skill after students had followed the field trip method.

3. The result of the questionnaire

The result of questionnaire was to describe the student's responses toward the implementation of field trip in teaching and learning speaking.

D. Research Procedure

The study conducted under the following procedures: preliminary study, planning, implementing the action, observing, and reflection.

1. Preliminary Study

The researcher did preliminary study to get any information about the way and the model of teaching and learning English at MTs Darul Hikmah Mojokerto, especially in teaching and learning of speaking. It was also done to obtain some information and find out many problems faced by English teacher and students in teaching and learning process especially in the teaching and learning speaking. In the preliminary study, the researcher met the headmaster to talk about the plan of conducting the research. After that, the researcher met the English teacher of eighth grade students for doing interview and direct observation to find out the situation in the classroom, the students' speaking skill and some problems faced by the teacher and students in the teaching and learning process. While the observation was conducted, the analysis was

carried out. From this analysis, the researcher would find out the students' speaking ability. The data obtained from those was used to arrange a planning of action.

2. Planning

After the researcher conducted a direct observation to the classroom and did some informal interview to the English teacher of VIII course students, the researcher made a prior preparation to the implementation of the action based on the preliminary study. As the next step, the researcher prepared a suitable topic and materials of field trip method in the speaking class, designed lesson plans, prepared instructional materials and media, criteria of success and tests.

a. Lesson Plan

The lesson plan designed by the researcher would consist of these following items: (a) course identity, (b) time allotment, (c) learning objectives, (d) learning materials, (e) teaching and learning activities, (f) assessments, and evaluation. (see appendix 12 and 14)

b. Instructional Material and Media

In conducting the research, the researcher prepares the instructional materials and media which were relevant to the topics of speaking competence. Both materials and media were taken from the students'

workbook and other available sources selected by the researcher. The instructional materials were appropriate with the topics given and the students' level. The media used by the researcher were interesting, varied, motivated students to speak, enjoyable and supporting the teaching and learning activity in the classroom.

c. The Criteria of Success

The researcher set up criteria of success to estimate whether the implementation of the action is effective or not. These criteria of success were formulated to see whether the application of field trip method in teaching English speaking succeeded or failed.

The researcher limited three criteria in her research to measure the success of the action as follows:

- 1) The teacher is considered to have a good performance in implementing the method.
- 2) The students are interested and enthusiastic in applying the method. The students are able to implement the rules of this method well and participate totally on the teaching and learning process.
- 3) More than or equal to 60 percent of the students' score of speaking tasks is greater than or equal to (2+) according to the conversion table of FSI level or approximately (53 62).

3. Implementing the Action

After the planning had been finished, the researcher implemented field trip method to the eighth grade students of Mts Darul Hikmah Mojokerto. In implementing this study, at the first cycle the researcher acted as a practitioner that carry out the lesson plan and the real teacher played as an observer during the instructional process. While at the second cycle, the real teacher acted as a practitioner would carry out the lesson plan and the researcher played as an observer during the instructional process. The action was carried in two cycles. It was conducted based on the schedule that had been arranged before. The implementation of the plan was delivered in six meetings in which each meeting takes about 2x45 minutes.

4. Observing the Action

Observation was conducted at the same time when the action was being implemented. It is to identify the activities happen during the teaching and learning process. Here, the researcher used an observation checklist and field notes in carrying out her observation. These observations were used to monitor the practitioner /teacher's step of action and the students' response toward the action given by the researcher during the teaching learning process. The result of observation and the field notes would become input for improvement of the teacher's performance in the next meeting.

5. Reflection

Reflection concerned with analysis, feedback, and adaptation as a recursive cycle in the classroom. The result of reflection would become input to the improvement of teaching and learning activity.

There were two kinds of reflection employed in this study. The first reflection was concerning to what teacher done in implementing the action and students' behavior in applying field trip method in speaking class. It was conducted after the teaching and learning process finished on each cycle. It was gained based on the result of observation checklist and field notes. The researcher and the real teacher crosscheck the results of the observation checklist and field notes. The crosscheck was to share perception about the strength and the weakness of the teacher in implementing field trip method. Furthermore, it was used to check the students' behavior during the implementation of field trip. In short, the objective of reflection was to improve the teacher's step in implementing field trip to the next meeting.

The second reflection was as a total process conducted at the end of each cycle. It was used to judge to what degree students' competence in each cycle that has been improved. In addition, the strengths and weakness in implementing field trip method were also evaluated. It was conducted after analyzing the data obtained from observation, field notes, and set of tests.

E. Instruments of Data Collection

The researcher was the key instrument. It means that she had an important role in doing this research. In other words, the success of the research greatly depended on her role. Here, the researcher used some instruments to collect the data which are described as follows:

1. Observation Checklist

An observation checklist was used to assemble, inspect and observe any information on what was going on in the classroom when field trip was implemented during the teaching and learning process. The result of the checklist would be the answer of the first problem of this research; it is to know how field trips were implemented in speaking class. The indicators were measured in the observation checklist were:

- 1. The topic of field trip which compromises 3 items
- 2. The method of conducting field trip which consist of 3 items
- 3. The teaching-learning process which is divided into 'teacher activities' which have 7 items and 'students' activities' which consist of 12 items. (see appendix 3 and 4)

2. Field-notes

The field notes were used to investigate the teacher and students' activities. Field note was a written descriptions of what the observer heard,

saw, experienced and thought when reflecting the data during the teaching and learning process in the classroom. The Using of field notes intended to anticipate the possibility of losing the relevant data during the implementation of action. The aspects include the practicality and easy of the method used, students' behaviors, and problems during the implementation of field trip method. (see appendix 5 and 6)

3. Assessments forms

Assessment is process by which information is obtained relative to some known objectives or goals. Assessment requires the gathering of evidence of students' performance over a period of time to measure earning and understanding.⁴²

Here, the FSI (Foreign Service Institute) rating procedure was used as a means of oral assessment of which the main objective is to determine the level of the speaking proficiency of the students. The FSI rating procedure measured elements of speaking competence. They were accent, grammar, vocabulary, fluency and comprehension. (See appendix 7-9). In each element there was six level of acquisition ranging from poor to excellent. They were:

⁴² Richard I. Arends, *Learning to Teach: Belajar untuk Mengajar*, (Yogyakarta: Pustaka Pelajar, 2008), Edisi VII, h. 217

A. Accent:

- Pronunciation frequently unintelligible
- Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
- "Foreign accent" requires concentrated listening, and mispronunciation leads to occasional misunderstanding and apparent errors in grammar or vocabulary.
- Marked "foreign accent" an occasional mispronunciations which do not interfere with understanding
- No conspicuous mispronunciations, but would not be taken for a native speaker.
- Native pronunciation, with no trace of "foreign accent"

B. Grammar:

- Grammar almost entirely inaccurate except in stock phrases
- Constantly errors showing control of very few major patterns and frequently preventing communication
- Frequently errors showing some major patterns uncontrolled and causing irritation that cause misunderstanding
- Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding
- Few errors, with no patterns of failure

No more than two errors during the activity

C. Vocabulary:

- Vocabulary is in adequate for even in the simplest conversation.
- Vocabulary limited to basic personal and survival areas (time, food, transportation and etc)
- Choice of words sometimes inaccurate limitation of some common professional and social topic
- Professional vocabulary adequate to discuss special interest general vocabulary permits discussion any non-technical subject with some circumlocution.
- Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations
- Vocabulary apparently as accurate and extensive as that of an educated native speaker

D. Fluency:

- Speech is so halting and fragmentary that conversation is virtually impossible.
- Speech is very slow and uneven except for short or routine sentences.
- Speech is frequently hesitant and jerky; sentences may be left uncompleted.

- Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
- Speech is effortless and smooth, but perceptively non-native in speed and evenness.
- Speech on all professional and general topics is an effortless and smooth as native speakers.

E. Comprehension:

- Understand too little or the simplest type of conversation.
- Understand only slow, very simple speech, on common social and tourist topic; requires constant repetition and rephrasing.
- Understand careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.
- Understand quite normal educated speech directed to him but requires occasional repetition and rephrasing.
- Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptional rapid and slurred speech.
- Understand everything in both formal and colloquial speech to be accepted of an educated native speaker⁴³.

⁴³ Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2003), 2nd Edition, p. 131-132

To determine the description of each category, the researcher would use a weighting table.

Table 1: assessment of students' speaking competence table

Proficiency	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

The total score would be interpreted into conversion table below

Table II: conversion table

Total Score	FSI level
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
73-82	3+
83-92	4
93-99	4+

The sign "+" indicates a position half way between two levels. Score 3+ means it falls between level 3 and 4.

Here are the descriptions of each FSI (Foreign Service Institute) level according to Hughes:

- Able to satisfy routine travel needs minimum courtesy requirement, can ask and answer questions on topics very familiar to him. Within the scope of his limited language experiences, can understand simple question and statement.
- Able to satisfy routine social demands and limited work requirements, can handle with confidence but not with facility most social situation including introduction and casual conversation about current events, as well as work, family and autobiographical information.
- 3. Able to speak the language with sufficient structural accuracy and vocabulary, to participate actively in most formal and informal conversation and practical, social and professional topics; can discuss particular interest and special fields of competence with reasonable ease; comprehension is quite complete for normal rate on speech; vocabulary is board enough that he rarely has to group for a word; accent may be obviously foreign, control of grammar good; errors never interfere with understanding and rarely disturb the native speaker

- 4. Able to use the language fluently and accurately and all levels normally pertinently to professional needs, can understand and participate in any conversational within his range of experience with a high degree of fluently and precision of vocabulary; would rarely be taken for a native speaker but can respond appropriately even in any informal situations, errors, and pronunciation, and grammars quite rarely; can handle informal interpreting from into the language
- Speaking proficiency equivalent to that of an educated native speaker, has complete fluency in the language such is fully accepted by vocabulary and idiomatic, colloquialism and pertinent cultural references⁴⁵.

4. Questionnaires

Questionnaire was an instrument that contains some written questions including attitudes, opinion, preference, and information. The questionnaires were used to know the students opinion on the strategy on field trip method in teaching speaking. They were also used to know whether the strategy was helpful to solve their problem in improving their speaking competence or not. Using questionnaires was done in the end of the field trip activity in teaching and learning process. The questionnaires in this research were consist of:

- The students' opinion about English subject (Question number 1)
- The students' opinion about speaking skill (Question number 2)

⁴⁵ Ibid, p. 128-129

- The students' opinion about the field trip method (Question number 3-7)
- The students' opinion about the topics used in the field trip method (Question number 8-10)
- The teacher's role in the application of the method (Question number 11 15)
- The students' opinion of the advantages of field trip method (Question number 16-20). (see appendix 10)

F. Data Collection Technique

After preparing the instruments dealing with the study, the researcher began to collect the data. Here, some technique to collect the data as follows:

1. Observation

Observation was one of ways to collect the data. It was conducted by researcher at 23rd November 2010 for preliminary study. In the preliminary study, the researcher did observation by filling the checklist and made field note. The researcher also did observation from 7th up to 23rd December 2010 during the process of implementing.

During the implementation of field trip, the researcher observed the course class of the eight grade students. She observed the effective of topics,

method, and teaching learning process included teacher's activities and students' activities from real situation of speaking class by using field trip method. She marked the items in observation checklist whether it was done well or not. In addition, the researcher also used field note during observation to describe students' behaviors, and problems faced during the implementation.

After doing the implementation, the researcher and the real teacher crosscheck the results of the observation checklist and field notes. The crosscheck was to share perception about the strength and the weakness of the teacher in implementing field trip method. Furthermore, these were used to check the students' behavior during the implementation of field trip. In short, the objective of observation checklist and field notes was to improve the teacher's step in implementing field trip to the next meeting.

2. Questionnaire

The researcher copied the questionnaire sheet as number as students on the course class that is 20 sheets. This instrument was given to the students at the last meeting of second cycle on 23rd December 2010. The students had to choose one of the multiple choices based on their response. After students submitted the questionnaire sheet to researcher, then the researcher analyzed all the answers to make conclusion of students' responses. The researcher analyzed the result of questionnaire by using percentage technique. The sum

of the students' response of one item (question) were divided into the number of the student who participate in the class and multiplied 100%.

3. Test

The score of the students' test were described on the table form. It was used to know the achievement of students' speaking skill from first cycle up to the last cycle. The researcher did speaking test in each the end of cycle. The time was on 14th December and 23rd December, 2010. During speaking test, the researcher applied the assessment form of FSI. The assessment of students speaking skill was included accent, grammar, vocabulary, fluency, and comprehension. The total score for each cycle would be divided the total of students, so that the researcher got the average score for each cycle. It was to determine whether the field trip method improve students' speaking skill or not.

G. Data analysis technique

The researcher would analyze the data obtained from six meetings by using descriptive qualitative manner. The data presented in descriptive manner and numerical form. The descriptive one was used to explain the result from the observation checklist and note. Meanwhile, the numerical form was the scores of the students' achievement in learning speaking.

To obtain the information of field trip's implementation, the researcher would analyze the result of field note and observation checklist. The observation checklist consist of the description about topics, method, and teaching-learning process included teacher activity and students' activity. There are three degrees, they are 'yes', 'some', and 'no'. 'Yes' means that 75% of the teachers and the students do, 'some' means only 50% of the teachers and the students do, and 'no' means none of the teachers and the students do. The researcher would analyze the result field note and observation checklist to know the strange and the weakness of the implementation of field trip. Then, it was used as the reflection to make a better implementation in the next meeting. In the last cycle, the result of observation checklist was expected to show the answer 'yes' more than the answer 'no', thus the implementation of field trip method was effective to be used by students in learning speaking.

To get the information of students' speaking skill achievement, the researcher would analyze the students' speaking score. Students' speaking score was expected to improve in every cycle, especially in the last cycle. More than or equal to 60 % of the students' score of speaking tasks was greater than or equal to (2+) according to the conversion table of FSI level or approximately (53-62). It means that the implementation of field trip could improve students' speaking skill.

To obtain the information of students' response toward field trip method, the researcher would analyze the result of questionnaire. She analyzed the data by using percentage technique. The sum of the student's response of one item (question) were divided into the number of the students 20 and multiplied 100%. Thus, the researcher would know how many percent students have good response to field trip method and students who did not have the good response to the field trip method. If the good response of each item is more than 50%, it means the application of field trip was success, but if less then 50%, the application of field trip was fail. It was because most of students were not enthusiastic and interesting to the application of field trip.